

In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

7 credits

50.0 h + 20.0 h

Q1

Teacher(s)	Defourny Pierre ;Defourny Pierre (compensates Jacquemart Anne-Laure) ;Jacquemart Anne-Laure (coordinator) ;Pairon Marie (compensates Jacquemart Anne-Laure) ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	<p>The integrated project is a real-professional-life situation where the students face an actual problem in land use planning submitted by decision makers and investigated with regards to actual stakeholders. The students are required to mobilize in an integrated and interdisciplinary way the knowledge and skills they have acquired in the course of their bio-engineer training to analyse and understand local issues of land use and to elaborate several concrete solutions which could be successfully implemented by the decision makers. The steps of the overall approach include:</p> <ul style="list-style-type: none"> - To characterize the perceived, the lived and the objective space, and to complete a territorial diagnosis; - To develop proposals including the phasing of the operations; - To prepare a full report about the proposed interventions and to present and defend it orally in front of the sponsors
Aims	<p>a. Contribution of this activity to the AA reference (program AA)</p> <p>2.4 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 6.2, 6.3, 6.5, 6.6, 6.7, 6.8 7.1, 7.2 8.1, 8.2</p> <p>b. Specific formulation for this training activity of program AA</p> <p>At the end of the course LBIRE2215, students are able to:</p> <p>1 - to diagnose and analyse the identified issues of territorial dynamics by integrating into thinking all legal and administrative status as well as social and techno-scientific aspects;</p> <ul style="list-style-type: none"> - to identify, collect and organize relevant information to the various proposed development phases; - on this basis, to design and detail suitable and operational land use options; to present and advocate them orally to the actual stakeholders. <p>The project also helps to develop the student ability to lead a project team, to identify real-life issues / constraints / actors, formulate locally relevant objectives and manage the working steps sequence over time.</p> <p>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled 'Programmes/courses offering this Teaching Unit'.</p> <p>----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Evaluation methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>Written and oral presentation based on the final proposition.</p>
Teaching methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>Group work and weekly meetings with the teachers during which students present the progress of their project.</p>
Content	<p>A multidisciplinary issue corresponding to a real full-scale situation which is different each year is subject to students through meeting actual stakeholders, policy makers and local observations. Following professional approaches adopted by consultancy companies, students structure their approach and iteratively fine tune the goal of their intervention. They are organized into working groups to investigate the identified issues by mobilizing all possible resources and develop realistic land use proposals while taking into account of the administrative and legal framework. The studied problem shows a level of complexity compatible with the time available for the course and</p>

	is a real professionalizing experience. Students are encouraged to mobilize actors / field experts. Meetings with local stakeholders and site visits are organized by supervisors with complementary expertise while field surveys campaigns are left to the students.
Inline resources	Moodle
Bibliography	Les supports de base (diapositives power point, documents de référence) ainsi que les données géographiques disponibles sont mis à disposition de l'étudiant sur iCampus. Des ressources documentaires spécialisées sont mis en accès dans la bibliothèque ENGE. Par ailleurs, l'étudiant est amené à rechercher par lui-même ou en équipe les ressources complémentaires nécessaires à la réalisation du projet.
Other infos	This project is accessible to students of master2 from various options (water resources, water-soil-air, and foresters). This course can be given in English.
Faculty or entity in charge	AGRO

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Environmental Bioengineering	BIRE2M	7		